

TEACHER'S STRATEGIES IN TEACHING SPEAKING FOR STUDENTS WITH VISUAL IMPAIRMENT

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Abstract

This research aimed to analyzed the strategies used by teacher and students' impression of the strategies used by teacher in teaching speaking for students with visual impairments. To achieve these aims, a qualitative research embracing case study was chosen. The participants of this research were eleventh grade from one of SLB-A in Garut. To analyzed the data, kayi's (2006) categories thirteen strategies in teaching speaking. The finding reveal that there were three kinds of strategies in teaching speaking conducted by teacher; storytelling, role play and story completion. Regarding the students' impressions, there were positive impression of the students toward English, speaking and storytelling.

Keywords: Teacher's Strategies, Teaching speaking, Visual Impairments

INTRODUCTION

Every student has different needs which need to be taken care of. Interestingly, there are some students with difficulties, disorders or disabilities. There are many types of disability or special needs disorders could be faced in the classroom. One of the disorders is vision impairment. Joy (2010) states that vision impairment is a generic term that covers a range of difficulties with vision and includes the following categories: blind, legally blind, partially sighted, low vision, and cortically visually impaired. According to Kaufmann and Hallahan, blind people are individuals who have poor vision or accuracy of vision less than 6/60 after correction. People have Visual impairment can be caused by diseases, trauma, or an inborn or degenerative condition that cannot be corrected by conventional way (joy, 2010). The students with vision impairment have limited skills for learning, in this case learning English. Thus, education can be a difficult process for the people who have a significant limitation of visual capability (Joy, 2010). Furthermore, Newman (2004) emphasizes that students with special needs often need more help, stimulation, and encouragement to develop skills than other students. It can be concluded that teaching English to disabled students are different from teaching the normal one since they have diverse abilities and learning needs. These differences could be on the teaching activities developed by the teacher.

Numerous previous researches related to teacher's strategies in teaching speaking has been conducted. Anjaniputra (2013) conducted a study to investigate teacher's strategies in teaching speaking to students at secondary level. It revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Another research was conducted by Widyaningsih and Robiasih (2018) discovered that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher



applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed. Maulidar et al (2019) showed that the teachers used five strategies in teaching speaking for cadets in *BP2IP Malahayati Aceh*, namely: role play, drilling, games, describing picture, and also discussion group. Moreover, three common obstacles were found during teaching process; limited vocabulary, improper pronunciation, and less confident of the students. This research also showed that students' responses towards the strategies were positive.

Based on the previous studies above, it is clear to say that there are not many researchs which focus on teacher's strategies in teaching speaking for students with special educational needs. Therefore it is necessary to do further studies in different context such as visual impaired students. Those, this research is aimed at analyzing teacher's strategies in teaching speaking for students with visual impairment.

To conclude, this study is concerned with the teacher's strategies in teaching speaking in a special needs class with visually- impaired students and investigate visually-impaired students' impression to the implementation of teacher's strategies in teaching speaking conducted by the teacher.

According to Kayi (2006), teaching speaking is to teach students to produce the English speech sounds and sounds patterns, select appropriate words and sentence according to the proper social settings, use language as a means of expressing values and judgments, and use the language quickly and confidently with view unnatural pauses which is called as fluency.

According to Brown (2002), strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning.

Teaching strategy means various methods or ways that are implemented by teachers in teaching-learning process. Strategies in teaching is very important since they determine teachers' success in achieving teaching goals. As stated by William and Burden (2003), strategies used by teachers are the factor of success or failure in language learning for it is ultimately the strategies that determine what language instructions are and how they are conducted. Kayi (2006) said that were thirteen strategies in teaching speaking such as discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating and describing, and find the difference.

In foreign language learning context, students commonly are affected in their learning process. According to Fakeye (2010) and Shams (2008) there are various aspects that influence the learning process such as motivation, response, attitude, impression, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. The matter of learner's impression is acknowledged as one of the most important factors that impact on learning a language (Fakeye, 2010).

From the point of view of education, Hosni (1996) said that students with visual impairment are "those whose vision is impaired, thus preventing themselves from functioning in education without using special tools, special materials, special training and other special assistance". While from a clinical perspective, blindness is as central acuity of 20/200 or less in the better eye with corrective glasses or central visual acuity of more than 20/200 if there is a visual field defect in which the peripheral field is contracted to



such an extent that the widest diameter of the visual field subtends an angular distance no greater than 20 degrees in each eye (Koestler In friend, 2005).

METHODOLOGY

In conducting the research, the researcher applied qualitative method as the research methodology due to the suitability to answer the research questions that demand answer in form of word rather than numbers. Qualitative research is a method inquiry employed in many different academic disciplines (Denzin, Norman K. & Lincoln, Yvonna S., 2005).

This research conducted in a case study research framework. Where the examined were the context of the phenomenon in teaching English to people with special needs and the real-life in the actual context of the special school. This was related with the definition of case study according to Yin, R. K. (2003) that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. With regard to those reasons, Fraenkel and Wallen (1990) argue that qualitative research focuses on description of the situation or events that happen in detail.

The research conducted in one of SLB-A in Garut. This school was chosen because the researcher obtained quite a wide access into this school compared to other school. This research used one English teacher and students with visual impairments in eleventh grade in one of SLB-A in Garut. The teacher has been teaching English for five years at the school. Therefore, the teacher can be defined as experienced teacher. The purpose of choosing this school was to investigate what are the teacher's strategies in teaching speaking in the class; and what are the students' impressions of teacher's strategies in teaching speaking in the class.

In this study, the research used semi-structure interview as the way to complete the data collection. The interview consists of twenty initial questions that are fourteen for teacher and seven for students. The questions related with the teachers' opinion and students' impression about the strategies used in teaching speaking for student with visual impairment. Semi-structure was chosen because according to Dawson (2002) said that in the semi structure interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews.

The data was gathered through the interview. The data collected were analyzed based on the research questions, which were the strategies in teaching speaking used by the teacher for students with visual impairment and the visually-impaired students' impressions toward the implementation of strategies in teaching speaking conducted by the teacher.

FINDINGS

At this point, the researcher told about the result of data that was found while doing the process of research. The result of the data was used to answer the research questions about teacher's strategies in teaching speaking for student with visual impairment and students' impression of teacher's strategies in teaching speaking for student with visual impairment. Those data were obtained from interview process. The result of interview was used to answer both research questions. Furthermore the data findings will be analyzed by the researcher.

As the result of the interview it is known that the teacher used more than one strategy: one of them was the storytelling. The first strategy is storytelling. She used storytelling to practice speaking skill; by using it, students became more speak up and active. Therefore, she said that storytelling was more useful than others strategies. The second strategy is Role Play. The teacher suggested that this strategy takes a long time to do. She said that this role playing activity takes up to two weeks to display. Therefore, this strategy is rarely to use. The third



strategy is story completion. This strategy is only done once when the teacher feels the need for a new strategy then use this strategy. The material of story completion is almost similar with storytelling, which is teaching through tell a story. While a story completion in activities the teacher and students will interact with each other.

From the result of interview process represent that student 1 prefer to tell a story or storytelling. Student 1 said that she like storytelling. She thinks that storytelling makes them free of speak up. It means that student 1 gives a positive impression of this strategy. On the other hand, student 2 said that he like storytelling activity. He felt enthusiastic if he tells a story by himself than the teacher tells. According to his answer storytelling as a “prefer strategy” compared other strategies. It means that student 1 and 2 gave a positive impression to storytelling. The next is researcher analyzed that the student 1 did not particularly like role play. It can be seen from her answer “*depends on the story*” it means that he feel ordinary impression of role play. It is difficult for explain he like or didn’t of role play. While student 2 said that he doesn’t like role play because he had to memorize the dialogue first. Because it, student 2 gave negative impressions to the role play activity. Student 1 said that story completion will be funnier if the story is not too long. It means that student 1 gave positive impression with conditions. student 2 said that story completion is fun. He said that in this activity he can speak without having to be required to memorize the text or dialogue first. From all the answer concluded that the preferred strategy is storytelling. The students gave positive impression to storytelling. The result find that the students can express their imagination freely and creatively. While for the other two strategies, student 1 gives a normal impression of role play and a negative impression of story completion. On the other hand, Student 2 gives a negative impression of role play and a positive impression of story completion.

DISCUSSION

There are three strategies used by the teacher: storytelling, role play and story completion. The most dominant strategy is storytelling because all of the material mostly used story telling such as narrative text, descriptive text, and recount text. In the storytelling, teacher said that the students became more speak up and active. Therefore, she used storytelling more often than other strategy. It means that storytelling is more useful in teaching speaking for students with visual impairment. With the positive impression from the students, it was concluded that those strategies can make teaching learning easier for the visually-impaired students. It also built their mentality became more confident than before.

The result of this research is not similar with Safitri’s research that the teacher used drilling, dictation, discussion, guessing games and word-cued task which can be categorized to appropriate activities and autonomy activities. Safitri’s research also found that the students’ response showed a positive attitude toward English, Speaking skill and the activities conducted by the teacher in teaching speaking skill.

CONCLUSION

This present study was aimed at investigating the teacher’s strategies in teaching speaking for students with visual impairment. It was also conducted to find out the students’ impressions of teacher’s strategies in teaching speaking for students with visual impairment. Based on the data analysis, some conclusion can be drawn as the following.

Regarding the teacher’s strategies in teaching speaking which was gathered through interview, it was found that the teacher conducted three kinds of strategies in teaching speaking as proposed by Kayi (2006), which were thirteen strategies in teaching speaking



such as discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating and describing, and find the difference. According to his classification of teaching speaking, those the strategies used by teacher for students with visual impairments were storytelling, role play and story completion.

Moreover, concerning the students' impressions, it was found that the students showed a positive attitude toward English, speaking skill and the storytelling strategy conducted by the teacher in teaching speaking. Beside it, there are children who like the role play strategy and some are not, as well as the story completion strategy. It can be seen from the result of interview in the previous chapter.

Based on the research findings, discussions and conclusions of this research, the research proposes several suggestions for both English teachers and future researcher.

Firstly, this paper only provides a holistic description of what are the strategies used by teacher in teaching speaking and what are the students' impressions of the strategies used by teacher in teaching speaking. Secondly, the researcher only carried out data from the interview. The suggestion is that researchers must retrieve data using several other methods. Thirdly, the total number of students with visual impairment is not as large as non-disabled students. In this research there were only three students in one classroom. Therefore, the next researcher may gather the data from different classroom or different grade. The last, the strategies conducted by the teacher in teaching speaking to visual-impaired students were mostly storytelling. Therefore, the teacher can develop children's interest in other strategies using a number of modifications. On the other hand, teachers must know their needs while learn English speaking.

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